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ABSTRACT

This document describes results of a study of the Dual Admission Programs for San Diego State University (SDSU) during fall 2002. The program is designed for first-time freshmen in the SDSU regional service area who meet the following conditions: (1) Meet the California State University (CSU) admission requirements; (2) Do not meet SDSU's selective criteria; and (3) Require remediation determined by English and Math assessment. Under the provisions of the program, students receive dual admission to SDSU and a local community college, and they must complete their remedial requirements at the community college within 1 year (including summer) prior to enrolling at SDSU. The demographic variables utilized in the study included gender, ethnicity, age, income level, first generation college student status, and full-time/part-time attendance. Academic performance indicators included units attempted, units completed, successful course completion rates, and term GPA. Of 105 dual admission students enrolled at three community colleges, 56 successfully completed their remedial requirements during the first semester and were eligible to enroll at SDSU the following semester. Only 33 of those students did so, however. Twenty-three students opted to remain at the community college for reasons ranging from monetary considerations to change in education plans. (JS)

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San Diego Community College District

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San Diego State University (SDSU) Dual Admission Program: First Semester Assessment of Students Enrolled at SDCCD – Fall 2002

Background

The Dual Admission Program is designed for first-time freshmen in the SDSU regional service area who meet the following three conditions:

a) Meet the California State University (CSU) admission requirements,
b) Do not meet SDSU's selective criteria[1], and
c) Require remediation (determined by English and Math assessment)

Under the provisions of this program, students receive dual admission to SDSU and a local community college, and they must complete their remedial requirements at the community college within one year (including summer) prior to enrolling at SDSU.

Of the 296 students participating in the SDSU dual admission program for fall 2002, 105 (35%) opted to complete their remedial requirements at City, Mesa, or Miramar colleges[2]. A further breakdown of these students showed that 14 required math remediation, 46 required English remediation, and 45 required both math and English remediation. The courses that fulfill the remedial requirements for these students include: English 92A (Persuasive Writing), Math 95 (Elementary Algebra and Geometry), and Math 96 (Intermediate Algebra and Geometry). In addition, dual admission students were encouraged by SDSU staff to enroll in other transferable courses provided they met the prerequisite requirements.

Methodology

Dual admission first-time freshmen[3] enrolled at City, Mesa, or Miramar for fall 2002 were compared to regular first-time freshmen and the total district student population across various demographic variables and academic performance indicators.

The demographic variables utilized in the study included: (1) gender, (2) ethnicity, (3) educational objective, (4) age, (5) income level, (6) first generation college student status, and (7) full-time/part-time attendance. Summaries of the demographic comparisons are provided in Table 1. Academic performance indicators included: units attempted, units completed, successful course completion rates[4], and term GPA (see Table 2).

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[1] Students who do not meet the SDSU selective admission criteria may fulfill the Entry Level Mathematics (ELM) and/or English Placement Test (EPT) requirements with SAT or ACT test scores. Otherwise, they are required to take both SDSU placement tests.

[2] The total was originally 111, but 6 students were dropped from the Dual Admission program because they did not attend the mandatory summer orientation.

[3] Some of these students may have been previously enrolled at SDCCD during high school.

[4] Successful Course Completion Rate was defined as the number of students (those receiving a letter grade of A, B, C, or Credit) divided by the total number of students enrolled (excluding students who dropped or never attended). Three rates were computed: overall, English courses, and Math courses.

Dual admission first-time freshmen were further examined in terms of their performance in the required remedial courses--English 92A, Math 95, and Math 96 (see Table 3). In addition, SDSU placement test scores[5] (ELM and EPT) for dual admission first-time freshmen were correlated with: (1) performance in the required SDCCD remedial courses (Math 95, Math 96, and English 92A), and (2) term GPA. The average term GPA of dual admission students needing to satisfy only one remediation requirement (math or English) was compared to the average term GPA of those who needed to satisfy both remediation requirements.

Results

In comparison with regular first-time freshmen and the total district student population, the demographic profile of the dual admission first-time freshmen included more females, Asians, Filipinos, and full-time students. However, with a relatively small sample of dual admission students, caution should be taken when considering these comparisons. A complete summary of the demographic characteristics of all three groups is provided in Table 1.

Inspection of the performance data in Table 2 shows that dual admission students attempted an average of 13 units during the fall 2002 term. In contrast, the average number of units attempted by regular first-time freshmen and the total district student population was 9 and 7 respectively. The average number of units completed by dual admission first-time freshmen was 11, while the regular first-time freshmen averaged 6 units and the total district student population completed an average of only 5 units.

The results in Table 2 also show the average term GPA for the dual admission first-time freshmen to be higher than the average GPA for the regular first-time freshmen, but lower than the average for the total district student population. In addition, compared to regular first-time freshmen and the total district student population, the dual admission first-time freshmen had generally higher successful course completion rates overall and for English courses and math courses.

Dual admission first-time freshmen were also examined in terms of their performance in the required remedial courses. The data in Table 3 show that slightly over half (56%) of the dual admission students enrolled in English 92A received credit. Furthermore, 82% of the students enrolled in Math 95 and 64% of the students enrolled in Math 96 received a grade of "C" or higher.

Results of the correlational analysis showed no significant relationship between math (ELM) placement scores and performance in Math 95. However, there was a significant negative correlation between ELM scores and performance in Math 96 ($r = -.38$, $p < .05$, $n = 20$). In other words, dual admission students who scored low on the ELM tended to perform better in Math 96 than those who had higher ELM scores. Since only 20 students had both ELM scores and Math 96 grades, caution should be taken when considering the results. In comparison, there was a significant positive correlation between English (EPT) placement scores and performance in English 92A ($r = .28$, $p < .05$, $n = 82$). There was no significant correlation between the SDSU placement scores (ELM or EPT) and term GPA. The average term GPA of dual admission

[5] The Dual Admission Program at SDSU provided this information.

students taking one remedial course was not significantly different from the average GPA of those taking two remedial courses.

Remediation course enrollment patterns of dual admissions students requiring one remediation were examined in relation to those requiring two remediations (see Table 4). Of the 46 students requiring English remediation, 44 were enrolled in the appropriate remedial course. Of these students, 29 (66%) successfully completed the course. There were 14 students who required math remediation only. All but one enrolled in one of the two math courses, of which nine (69%) successfully completed the course. In addition, the data in Table 4 show that 38 out of the 45 students who needed both math and English remediation took the two required remedial courses. However, less than half (18 or 47%) of these students successfully completed both courses.

In summary, of the 105 dual admission students enrolled at City, Mesa, and Miramar, 56 successfully completed their remedial requirements during their first semester (fall 2002), thus, they were eligible to enroll at SDSU for the spring 2003 semester. However, only 33 of these students enrolled at SDSU this spring. The remaining 23 students re-enrolled at City, Mesa, or Miramar. As reported by the SDSU Dual Admission Program staff, the 23 students who opted to stay at the community college cited various reasons for their decision, e.g., monetary considerations, personal factors, and change in educational plans. As of opening day, spring 2003, 68 of the dual admission students were enrolled at City, Mesa, and Miramar, including the 23 students who had successfully completed their remedial courses but chose to continue their education at SDCCD.

The Office of Institutional Research and Planning will continue to follow and monitor the performance of the dual admission students throughout the spring 2003 and summer 2003 terms.

Table 1

Demographic Profile - Fall 2002
Dual Admission First-time Freshmen vs. Regular First-time Freshmen

	Dual Admission First-time Freshmen		Regular First-time Freshmen		District Total	
	N	%	N	%	N	%
College						
City	19	18.1%	1,691	34.6%	16,234	31.7%
Mesa	64	61.0%	2,109	43.1%	24,095	47.0%
Miramar	22	21.0%	1,088	22.3%	10,899	21.3%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
Gender						
Female	56	53.3%	2,227	45.6%	26,579	51.9%
Male	49	46.7%	2,655	54.3%	24,577	48.0%
Unknown	0	0.0%	6	0.1%	72	0.1%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
Ethnicity						
American Indian	0	0.0%	49	1.0%	536	1.0%
Asian	20	19.0%	494	10.1%	5,951	11.6%
African American	8	7.6%	540	11.0%	4,696	9.2%
White	28	26.7%	1,849	37.8%	21,626	42.2%
Latino	22	21.0%	1,128	23.1%	9,344	18.2%
Filipino	19	18.1%	315	6.4%	3,224	6.3%
Other	6	5.7%	238	4.9%	2,216	4.3%
Unknown	2	1.9%	275	5.6%	3,635	7.1%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
Educational Objective						
Transfer w/AA	39	37.1%	1,863	38.1%	17,454	34.1%
Transfer w/No AA	28	26.7%	393	8.0%	6,504	12.7%
AA w/No Transfer	0	0.0%	176	3.6%	2,192	4.3%
Vocational	0	0.0%	114	2.3%	1,215	2.4%
Career	4	3.8%	856	17.5%	9,770	19.1%
Educ. Development	0	0.0%	78	1.6%	2,105	4.1%
Basic Skills	9	8.6%	67	1.4%	591	1.2%
HS or GED	0	0.0%	42	0.9%	334	0.7%
Undecided	25	23.8%	1,208	24.7%	9,817	19.2%
Unknown	0	0.0%	91	1.9%	1,246	2.4%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
Age						
Under 18	0	0.0%	64	1.3%	1,317	2.6%
18 - 24	105	100.0%	3,694	75.6%	24,509	47.8%
25 - 29	0	0.0%	417	8.5%	8,903	17.4%
30 - 39	0	0.0%	410	8.4%	9,016	17.6%
40 - 49	0	0.0%	216	4.4%	5,010	9.8%
50 and >	0	0.0%	74	1.5%	1,989	3.9%
Unknown	0	0.0%	13	0.3%	484	0.9%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%

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Table 1 (continued)

Demographic Profile - Fall 2002
Dual Admission First-time Freshmen vs. Regular First-time Freshmen

	Dual Admission First-time Freshmen		Regular First-time Freshmen		District Total	
	N	%	N	%	N	%
Income						
$0-2,999	5	4.8%	283	5.8%	2,026	4.0%
$3,000-5,999	0	0.0%	146	3.0%	1,241	2.4%
$6,000-9,999	5	4.8%	210	4.3%	2,102	4.1%
$10,000-14,999	1	1.0%	407	8.3%	4,034	7.9%
$15,000-20,999	5	4.8%	479	9.8%	4,727	9.2%
$21,000-26,999	9	8.6%	333	6.8%	3,271	6.4%
$27,000-32,999	6	5.7%	315	6.4%	3,253	6.4%
$33,000 +	40	38.1%	1,151	23.5%	12,475	24.4%
No Response	34	32.4%	1,564	32.0%	18,099	35.3%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
First Generation						
First Generation	18	17.1%	1,307	26.7%	10,660	20.8%
Not First Generation	87	82.9%	3,580	73.2%	34,183	66.7%
No Response	0	0.0%	1	0.0%	6,385	12.5%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%
Attendance						
Part-Time	36	34.3%	3,594	73.5%	42,242	82.5%
Full-Time	69	65.7%	1,294	26.5%	8,986	17.5%
TOTAL	105	100.0%	4,888	100.0%	51,228	100.0%

Table 2

Academic Performance - Fall 2002
Dual Admission First-time Freshmen vs. Regular First-time Freshmen

	Dual Admission First-time Freshmen		Regular First-time Freshmen		Total Students	
	Average	N	Average	N	Average	N
Units Attempted						
City	14.4	19	7.9	1,691	7.1	16,234
Mesa	12.5	64	9.5	2,109	7.7	24,095
Miramar	12.8	22	8.8	1,088	6.4	10,899
Districtwide	12.9	105	8.8	4,888	7.2	51,228
Units Completed						
City	11.6	19	5.2	1,691	4.7	16,234
Mesa	10.7	64	6.4	2,109	5.3	24,095
Miramar	10.3	22	6.0	1,088	4.4	10,899
Districtwide	10.8	105	5.9	4,888	4.9	51,228
Term GPA						
City	2.68	18	2.35	1,322	2.66	12,056
Mesa	2.52	62	2.18	1,775	2.61	19,309
Miramar	2.56	22	2.52	855	3.03	8,634
Districtwide	2.56	102	2.31	3,952	2.72	39,999
Successful Course Completion Rate[1,2]	**Dual Admission First-time Freshmen**		**Regular First-time Freshmen**		**Total Students**	
	Total Courses Enrolled	**Course Success Rate**	**Total Courses Enrolled**	**Course Success Rate**	**Total Courses Enrolled**	**Course Success Rate**
(Overall Courses)						
City	104	78.8%	5,125	63.1%	45,115	67.9%
Mesa	257	75.9%	6,794	58.3%	65,544	65.2%
Miramar	122	82.8%	3,276	70.0%	25,982	72.1%
Districtwide	483	78.3%	15,198	62.4%	136,641	67.4%
(English Courses)						
City	25	72.0%	882	67.9%	4,931	68.7%
Mesa	61	63.9%	1,258	55.2%	6,432	61.2%
Miramar	31	77.4%	455	54.5%	2,263	55.0%
Districtwide	117	69.2%	2,595	59.4%	13,626	62.9%
(Math Courses)						
City	18	83.3%	591	61.8%	5,146	58.6%
Mesa	53	71.7%	949	63.0%	7,974	59.8%
Miramar	19	78.9%	368	66.8%	2,639	58.7%
Districtwide	90	75.6%	1,908	63.4%	15,759	59.2%

Note 1: Successful Course Completion Rate was defined as the number of successful students (those receiving a letter grade of A, B, C, or Credit) divided by the total number of students enrolled (excluding students who dropped or never attended).

Note 2: Course enrollment data include duplicated counts of students, e.g., a student enrolled in 5 courses represents 5 enrollments.

Table 3

Remedial Course Grades at SDCCD - Fall 2002
Dual Admission First-time Freshmen Only

Courses	City College		Mesa College		Miramar College		District Total	
	N	%	N	%	N	%	N	%
English 92A[1]								
CREDIT	9	56.3%	23	50.0%	15	68.2%	47	56.0%
NO CREDIT	7	43.8%	19	41.3%	6	27.3%	32	38.1%
DROP	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NEVER ATTENDED	0	0.0%	1	2.2%	0	0.0%	1	1.2%
WITHDRAWAL	0	0.0%	3	6.5%	1	4.5%	4	4.8%
TOTAL	16	100.0%	46	100.0%	22	100.0%	84	100.0%
Math 95[2]								
A	2	22.2%	2	10.5%	2	20.0%	6	15.8%
B	3	33.3%	6	31.6%	3	30.0%	12	31.6%
C	2	22.2%	8	42.1%	3	30.0%	13	34.2%
D	0	0.0%	2	10.5%	0	0.0%	2	5.3%
F	2	22.2%	1	5.3%	0	0.0%	3	7.9%
DROP	0	0.0%	0	0.0%	2	20.0%	2	5.3%
NEVER ATTENDED	0	0.0%	0	0.0%	0	0.0%	0	0.0%
WITHDRAWAL	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	9	100.0%	19	100.0%	10	100.0%	38	100.0%
Math 96[3]								
A	0	0.0%	1	6.3%	1	50.0%	2	9.1%
B	1	25.0%	3	18.8%	0	0.0%	4	18.2%
C	2	50.0%	6	37.5%	0	0.0%	8	36.4%
D	0	0.0%	1	6.3%	0	0.0%	1	4.5%
F	0	0.0%	1	6.3%	1	50.0%	2	9.1%
DROP	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NEVER ATTENDED	1	25.0%	1	6.3%	0	0.0%	2	9.1%
WITHDRAWAL	0	0.0%	3	18.8%	0	0.0%	3	13.6%
TOTAL	4	100.0%	16	100.0%	2	100.0%	22	100.0%

Note 1: English 92A - Persuasive Writing
Note 2: Math 95 - Elementary Algebra and Geometry
Note 3: Math 96 - Intermediate Algebra and Geometry

Table 4

Remediation Enrollment at SDCCD - Fall 2002
Dual Admission First-time Freshmen Only

Students Requiring English Remediation Only
(N = 46)

	N	Successful Completion[1]	% Successful
Took English 92A Remediation	44	29	65.9%
Took No English 92A Remediation[2]	2	NA	NA

Students Requiring Math Remediation Only
(N = 14)

	N	Successful Completion[1]	% Successful
Took Math 95 Remediation	8	6	75.0%
Took Math 96 Remediation	5	3	60.0%
Took No Math 95/96 Remediation[3]	1	NA	NA

Students Requiring Both English and Math Remediation
(N = 45)

	N	Successful Completion[1]	% Successful
Students Enrolled in Both Remedial Courses			
Took Both English 92A and Math 95	24	12	50.0%
Took Both English 92A and Math96	14	6	42.9%
TOTAL	38	18	47.4%
Students Enrolled in Only One Remedial Course			
Took English 92A Only	2	0	0.0%
Took Math 95 Only (no students enrolled in Math 96)	4	4	100.0%
Students Enrolled in No Remedial Courses[2]	1	NA	NA

Note 1: Successful completion was defined as students who received a letter grade of A, B, C or Credit.

Note 2: Student enrolled in courses other than the required remedial courses.

Note 3: Student dropped to zero units.

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